

tentative program of appropriate treatment and instruction that is broad enough in scope and sufficiently intensive in service to meet the general and specific needs of the individual children involved should be planned cooperatively by the participating groups. For example, one serious classroom problem of today is the careless, defective speech of many children. In order to solve this problem satisfactorily, teachers must be able to discover the exact speech deviations used by the children and to plan an effective speech program for the correction of them. However, in this connection they are often confronted with such perplexing questions as: "What are the specific difficulties my children are experiencing? How can I best set up a program that will actually function satisfactorily in their lives and supply the lacks expressed? How shall I go about it?"

Perhaps the most important aspect to be considered in the development of a program based upon all-round child growth for these children is that of *prevention*. In addition to those broad basic considerations that have been referred to elsewhere in this report, an intelligent approach to constructive amelioration would also include a study of prevention with respect to those handicaps that are available, the proper care and treatment for those handicaps which have already appeared, those problems relating to techniques of instruction and techniques of learning for the various groups, larger aspects of curriculum work, and other related topics.

The conception of education as growth under guidance assumes that education is a continuous, active process and should go on as long as life lasts. If this viewpoint is accepted, it follows that the children themselves, as growing individuals, are the starting point in building a socializing-integrating curriculum, their interests and needs in relation to fruitful living being the center. Such a curriculum should include the whole body of experiences which condition and make up the total activities of the child for which the school assumes responsibility, arranged in sequences corresponding to pupil growth, needs, interests, and abilities.

*Record keeping.* Increasing recognition of the wide variations in child development and some knowledge of the